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ABSTRACT

Study units integrating library skills into the day-to-day teaching curriculum were cooperatively developed by classroom teachers and librarians at The King's Christian Junior and Senior High School in Cherry Hill, New Jersey. Teachers filled out forms to express their preferences for study unit subjects. Librarians then met with teachers to: (1) discuss procedures for carrying out study units in the areas of expressed interest; (2) determine appropriate print, nonprint, and audiovisual materials to be used; and (3) schedule library time. After the units were completed, a brief evaluation was performed to make suggestions for future planning. Results of the program included a strengthened working relationship between media specialists and teachers, increased interaction between students and media specialists, and the fine-tuning of student research skills. Outlines of the study units carried out in cooperation with the classroom teachers are included to serve as guides for planning and as starter ideas for other projects. Each unit includes a research objective, a curriculum objective, resources, and activities and procedures, including the basis for evaluating the student's work. Units cover a wide variety of topics, including the following: (1) identifying and explaining a specific facet of Egyptian history used for a course in Bible/ancient history; (2) researching and presenting sides for a debate on a controversial issue in a government class; (3) constructing a poster on the Spanish heritage of a U.S. state as part of a beginning Spanish class; and (4) reporting on the reproductive processes of a specific reptile for a general science class. (SD)

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INTEGRATED STUDY UNITS COOPERATIVELY DEVELOPED BY THE CLASSROOM TEACHER AND THE MEDIA SPECIALIST TO FACILITATE THE DEVELOPMENT OF LIBRARY RESEARCH SKILLS

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by
Nancy Jill Howard

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Professor

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ABSTRACT

Howard, Nancy Jill

Integrated Study Units Cooperatively Developed by the Classroom Teacher and the Media Specialist to Facilitate the Development of Library Research Skills at The King's Christian School, Cherry Hill, New Jersey, 1988-1989, Thesis Advisor: Mr. Rinehart S. Potts, School and Public Librarianship.

The objective of this research project was to create and incorporate a series of cooperative study units with the classroom teachers at The King's Christian Junior and Senior High School, Cherry Hill, New Jersey.

To begin this project, a survey of the professional literature and a search of the resource collection at E.R.I.C. in Sewell, New Jersey was conducted. Next, a "Student research project" interest sheet was distributed to all teachers in late September. Based on the areas of expressed interest, units were cooperatively developed and implemented using ideas obtained through the previously mentioned research, as well as those of the teacher and media specialist.

These units, used in cooperation with the classroom teachers, have strengthened the working relationship between the media specialist and the teachers. In addition, the students have benefited from the increased interaction with the media center collection as a whole. They have also had the opportunity to fine-tune their general research skills and develop their creativity through the projects they participated in and completed.

MINI-ABSTRACT

Howard, Nancy Jill

Integrated Study Units Cooperatively Developed by the Classroom Teacher and the Media Specialist to Facilitate the Development of Library Research Skills at The King's Christian School, Cherry Hill, New Jersey, 1988-1989, Thesis Advisor: Mr. Rinehart S. Potts, School and Public Librarianship.

After a survey of the professional literature and resources and the distribution of a "Student Research Project" interest sheet to all teachers, integrated study units were cooperatively developed and implemented thereby strengthening the working relationship between the media specialist and the teachers. Moreover, the students have benefitted from the increased interaction with the media center collection by fine-tuning their general research skills.

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CHAPTER 1

Statement of Purpose

The library media center stands at the center of a well-developed school curriculum, providing resources which complement and supplement the curriculum as a whole. Integration of these materials in the day-to-day teaching of the curriculum is best realized through a cooperative effort of planning study units which are carried out as a mutual effort by the classroom teacher and the librarian. When units are jointly planned by these educators, a wider range of sources and activities may be used to polish and develop library skills. Much has been written about the need for such cooperative units of study, but few practical examples are to be found for the secondary level.

Purpose of the Study

The purpose of this study is to integrate library skills into each of the curricular areas by means of study units developed through a cooperative effort between the classroom teacher and the librarian.

This study will seed to provide a wide variety of unit plans for adaptation to any secondary curriculum, in a effort to close the gap between the need for integrated study units and the curriculum as it is written.

Procedure

The implementation of a cooperative program of integration begins with the distribution of a form, to be filled out by each teacher, on his/her preference of research unit subjects for student units of study. Each form is then evaluated on an individual basis by the librarian in preparation for a personal conference with the teacher, during which time the goals and the objectives of the unit will be determined, procedures will be agreed upon, appropriate audio-visual materials (if applicable) will be chosen and the unit will be written down. Library time will then be scheduled for the research phase of the study units. When the unit is completed, a brief evaluation will be performed to make suggestions for future use of the unit plan. These units will be compiled into this paper to provide guidance for other librarians and teachers seeking to implement similar programs.

Definition of Terms

Study Units: a written assignment (not necessarily a "research paper") which integrates library skills into one of the regular curricular areas, which is a cooperative planning and teaching effort by the classroom teacher and the librarian.

Library Skills: the ability to access information from the available resources in the library.

Library Media Center/Library: the collection of printed and non-printed materials which correlate with and supplement the curriculum.

Limitations

This project will be limited to the curriculum of The King's Christian Junior and Senior High School in Cherry Hill, New Jersey, using the available audio-visual, printed and non-printed materials in the library collection.

CHAPTER 2

The Emerging Role of the Library Media Specialist

The library media specialist of the 1990's and beyond is emerging as the key person in the overall coordination of the school's curriculum. Gone are the days of instructing students in the use of the card catalog and the inner workings of the Dewey Decimal system of classification; nor are specific media skills meant to be taught in isolation. Rather, the library media specialist should make every effort to incorporate media skills into the written curriculum of all subject areas.[1] If the library media specialist serves as an ad hoc member of all curriculum committees, this objective can be realized as each portion is written or revised.

More than just writing media skills into the curriculum, suggestions of additional materials and activities to facilitate the actual integration of media skills into classroom activities may be made in such a way as to produce smooth implementation.[2]

"A school achieves its purpose through its educational program, the curriculum. Each element of the curriculum has implications for the media program and its collection."[3]

A search of the literature on this subject of integrating media skills into the curriculum through cooperative teaching efforts of the library media specialist and the classroom

teacher produced volumes of material supporting this conclusion. Many articles from School Library Media Activities Monthly, School Library Journal, English Journal, and The Education Digest echoed the importance of developing media skills in the students, while teaching them to think and process information as it is collected.

Jane A. Maushay and Diane L. Sprit point out in School Library Media Activities Monthly that students learn media skills much better when they are taught in the context of the curriculum. They go on to say that when subject areas are connected together, an even greater degree of learning takes place.

> Scheduled instruction through a single subject is not recommended due to the limits on resources and skills appropriate to a subject. As many subjects as possible should be involved for introduction to, reinforcement of pertinent information skills.[4]

This being the case, it would be safe to conclude, the more units of study cooperatively planned by the classroom teacher and the library media specialist, the better the curriculum is served and the better the library media center's collection is utilized.

Annette Lamb in School Library Media Activities Monthly suggests a method to implement just such a program. Instead of trying to "win the war all in one day," she recommends beginning small. Her recommendation is that the library media specialist begin by working with one teacher to expand a traditional instructional unit. Once this unit is successfully completed, a glowing report of the unit should

be included in the next issue of the library's newsletter to the teachers.[5]

Robert Perrin aptly points out in the English Digest that study units do not have to result in a "research Paper." On the contrary, for the sake of sparking an interest in the students and minimizing grading time, alternatives which will serve the same purpose are recommended. Perrin suggests 3-5 minute researched speeches, researched debates or panel discussions and "business reports, " complete with charts, diagrams, graphs, samples, demonstrations, handouts and other visuals.[6]

As we rapidly move toward the twenty first century, there is a pressing need to teach children to find, use, synthesize and apply information of all kinds.[7] The New AASl/AECT guidelines for school library media programs stress the need for the media collection and the curriculum to teach the students "information power." "Information power" involves providing intellectual access to information through systematic learning activities which develop cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing and creating information at all age levels and in all relevant curriculum content areas."[8] This has been addressed in recent years by the "Excellence in Education Movement" prompted by the 1983 National Commission on Excellence in Education's report on the deplorable state of education in the United States. As a result of those findings, there has been a move to promote writing across the

curriculum.[9] This can easily serve as a medium for the cooperative study units.

Toward this end, James Liesner responded to the Nation at Risk report by saying

> We as library media specialists, must be actively involved if the schools are to produce the 'self-directed' problem solvers who are not only information literate but have developed the higher order of intellectual skills and attitudes regarding learning that we all seem to feel have become the 'new basics.'[10]

As Robert Hutchins has summarized the situation

> It must be remembered that the purpose of education is not to fill the minds of students with facts; it is not to reform them or amuse them or to make them expert technicians in any field. It is to teach them to think, if that is possible, and always to think for themselves.

With all this being true, it is surprising there are not more books and periodicals addressing the specifics of how to carry our this integration of media skills in the curriculum. A few lessons promoting cooperative study units in specific area journals are available, but are difficult to fine. To this end, Chapter 5 of this work will include a wide variety of sample lesson and unit plans to promote cooperative study units.

TO: All Teachers

FROM: Jill Howard

RE: Student Research Project

In an effort to integrate library skills into all curricular areas, I will be working with each of you to develop student research projects which will utilize the resource materials available in out library. DON'T PANIC! This is not necessarily a "research paper." In fact, the purpose is to develop and polish research/library skills in our students, not to burden them and ourselves with meaningless work. I would suggest three other options: 3-5 speeches on a researched subject; researched debate topics and 'business-type' reports, complete with charts, graphs, etc.

In the blanks provided below, please list suggestions for possible topics in your subject area. Once I have an opportunity to evaluate these in keeping with our collection, I will meet with you to discuss objectives and goals for these units.

Thank You.
Jill

Name_____

Subject area(s)_____

Research Topic Choices:

1)_____

2)_____

3)_____

CHAPTER 3

A History of The King's Christian School

The King's Christian Junior and Senior High, housed in the former Barclay Elementary School building, is located on Winston Way in Cherry Hill, New Jersey. The King's Christian School originally known as the Christian School of Camden County, was founded in 1946 as a parent supported school consisting of grades 1-3 with twenty-five students and one teacher. In 1952 a house, located at Eighth Avenue and King's Highway in Haddon Heights, New Jersey was purchased to accommodate the school which by then had grown to grades 1-8. The house was later razed and replaced with a two-story building containing 13 classrooms. In 1975, a second elementary campus was added to serve the Burlington County area.

Due to the continued growth of the school, and the resulting overcrowding, the seventh and eighth grade classes from both elementary buildings were relocated in 981 to rented facilities in Moorestown, New Jersey. At the same time, the name of the school was changed to The King's Christian School since the buildings were no longer located exclusively in Camden County.

The decision was also made to develop a complete high school program. Over the next four years, one grade was added

per year to facilitate this expansion project. The first senior class was graduated in June 1984. Due to increased enrollment, the Junior/Senior High School was moved to its present location in the fall of 1983.

The student body of The King's Christian School is comprised of Camden, Burlington and Gloucester County residents. Transportation for some students is provided by their sending districts, and others are transported by their parents. Shuttle service is available from both elementary locations for a nominal fee, which is often reimbursed by the students' local school districts. The Cherry Hill Campus enrollment in grades 7-12 is 297 students; of those, 14.2% are minority students.

The Media Center is strategically located in the southern wing of the building, providing easy access to both junior and senior high students. Staffed by one full time librarian, the center's collection includes reference resources, periodicals, college catalogs and applications, career information files, a map file, an extensive Christian fiction section and audio-visual materials. Two T.V.-VCR units are available for scheduling through the librarian.

The librarian and the individual classroom teachers cooperatively plan units of study to facilitate development of reference and research skills. Teachers are encouraged to bring groups of students to the Media Center for guided research and project preparation.

CHAPTER 4

The Research Process

Having long ago determined that adherence to a philosophy of practicality was important in teaching research and library skills, I have sought to develop this research project as a practical guide for implementation of library research skills through units of study with classroom teachers. The current AASL guidelines for Media Centers point to the importance of such measures. to view this trend and to begin developing units of study in cooperation with classroom teachers, I searched the Index To Library Literature using the following subject headings:

1) School libraries-relationships with teachers and curriculum

2) Library instruction in library use

A search of materials dealing with library curriculum was conducted at the Educational Improvement and Resource Center in Sewell, New Jersey. The search revealed an abundance of materials. However, many proved to be of little use because they contained only review of previously learned skills for the secondary level. While skill review is important, direct integration of these skills in the curriculum must take place in order to refine them beyond the early stages of development.

Print materials from Savitz Library were also consulted using the following card catalog subject headings:

1) Library education

2) Library education-curriculum

3) Library instruction

The same outcome resulted. Many of the materials did not provide practical guidelines for integration into all subject areas. The curriculum should not be viewed as courses which function independent of the whole, but rather components which complement each other in the complete process.

Chapter two explains, in greater detail, the current trend in keeping with the AASL guidelines. Chapter five provides practical units of study which integrate these library research skills into all curricular areas.

CHAPTER 5

Sample Study Units

This chapter is a compilation of the study units carried out in cooperation with the classroom teachers. These are designed to serve primarily as a guide for use by others. the situation will dictate how each project is adapted to fill the need at hand.

These also may serve as starter ideas for many other projects. There is no limit to the creativity media specialist and teachers can employ in developing and implementing similar units of study.

OBJECTIVE: The students will research one of the key historical figures of the American Revolution.

CURRICULUM: The unit may be used with a Junior High Social Studies class.

RESOURCES: Who's Who in American History
Webster's Biographical Dictionary
The Almanac of American History

ACTIVITIES AND PROCEDURE

1) Teacher introduction
2) Topic selection by the students from the following list:

Patrick Henry	Thad Kosciusko
Samuel Adams	Benjamin Franklin
Nathan Hale	John Adams
Benedict Arnold	Crispus Attucks
Paul Revere	Haym Salomon
Molly Pitcher	John Burgoyne
Francis Marion	Marquis de LaFayette
John Hancock	George Washington
John Paul Jones	Baron von Steuben
Thomas Paine	Ethan Allen

3) Guided Research in the media center
4) Production of a one page written report

EVALUATION: This report will be evaluated on the factual content and grammatical correctness.

OBJECTIVE: The students will be able to plan their day in writing to make the best use of their time.

CURRICULUM OBJECTIVE: This activity will be used in connection with the carreers unit on time management.

RESOURCES: Study Skills # 1. Guidance Associated, 1987
Dittos of the time management worksheets

ACTIVITIES AND PROCEDURE:

1) Have student answer the following questions in writing:
   A. Do you consider yourself an organized person?
   B. Do you list in writing what you must accomplish each day?
   C. Do you get most of the things you have planned accomplished?
   D. How do you decide when to do the items you have planned.
2) View video
3) Discuss in class the key ways to manage your time wisely

ACTIVITY: Students will chose a written semester course load from any college catalog in the media center's collection. A time management worksheet, allowing for the following items:

1) Class attendance

2) 10 hours of work

3) Study time (minimum of 15 hours per week)

4) One hour per day of exercise

5) One social activity per week

OBJECTIVE: The students will practice active listening skills after watching part one of the video "Study Skills # 1" by Listening to oral readings.

CURRICULUM OBJECTIVE: This activity will be used in connection with a Social Studies teacher's unit on the presidency of John F. Kennedy.

RESOURCES: Gardner, Gerald C., ed. The Quotable Mr. Kennedy Abelard-Schuman, 1962.

Adler, Bill. John F. Kennedy and the Young People of America. David McKay, 1965.

Study Skills # 1. Guidance Associates, 1987

ACTIVITIES AND PROCEDURE:

1) Write what students think is difference between hearing and active listening.
2) View video segment, "How to Listen Effectively" (Take notes)
3) Media Specialist will read portions from the resource books while students listen and take notes on the content

EVALUATION: Have students watch and evaluate the interviewing techniques of television talk-show hosts. Conduct a class discussion using the following questions:

A) Which hosts seem to be the best listeners?

B) What listening skills do they have? Not have?

OBJECTIVE: The students will be able to identify and explain a specific facet of Egyptian history.

CURRICULUM OBJECTIVE: This activity will be used in connection with a Bible/Ancient History unit on Egypt during the time of the Old Testament patriarchs.

TOPICS FOR RESEARCH:

Religion	Pharaohs	Pyramids
Mummies	Arts	Mathematics
Science	Medicine	Housing

ACTIVITIES AND PROCEDURES:

1) Divide class into groups of three
2) Each group is assigned a topic
3) Guided research conducted in the library
4) Oral presentations by each group

EVALUATION: Students are evaluated on the basis of the oral presentation

OBJECTIVE: The students will creatively present a time line giving significant events in civilization prior to the time of Christ's incarnation.

CURRICULUM OBJECTIVE: This unit may be used in a cooperative effort with ancient civilization classes.

ACTIVITIES AND PROCEDURES:
1) Teacher introduction
2) Guided research in media center
3) Production of a time line (should reflect an awareness of a number of ancient civilizations and Biblical events

EVALUATION: The time line will receive a grade equal to a test.

OBJECTIVE: The students will research and present opposing sides for one of the topics in a debate format.

CURRICULUM OBJECTIVE: This unit will be used with a government class.

ACTIVITIES AND PROCEDURES:
1) Teacher introduction
2) Class will be divided into groups
3) Guided research in the media center
4) Debates

EVALUATION: Based on:
1) Preparation for the debate
2) Adherence to debate format
3) Factual content

OBJECTIVE: The students will construct a poster on the spanish heritage of a U.S. state or territory.

CURRICULUM OBJECTIVE: This unit will be used with a Spanish I class.

ACTIVITIES AND PROCEDURES:

1) Teacher introduction
2) Student selection of an individual state or territory: Arizona, California, Florida, New Mexico, Texas
3) Guided research in the media center
4) Production of the poster must include:
   a) Early Spanish settlements
   b) History
   c) Entrance in United States (if applicable)

EVALUATION: Poster should include an outline of the state or territory and all important facts must be labeled on the poster. Creativity and completeness are essential.

OBJECTIVE: The students will research and report on one of the three ancient spanish-speaking civilizations.

CURRICULUM OBJECTIVE: This unit will be used with a Spanish II class.

ACTIVITIES AND PROCEDURES:

1) Teacher introduction
2) Student selection of a topic:
   Aztecs Mayas Incas
3) Guided research in the media center
4) Production of the written report including:
   a) History
   b) Lands they settled
   c) Accomplishments in the arts and industry

EVALUATION: This unit will be evaluated on the basis of inclusion of the above named criteria.

OBJECTIVE: The student will research and report on an aspect of population growth or the ethnic groups who settled the United States.

CURRICULUM OBJECTIVE: This unit will be used with a Junior High Geography class.

ACTIVITIES AND PROCEDURES:

1) Teacher introduction
2) Student selection of a topic option:]
   a) Thomas Malthus: theories of population growth
   b) Changes in the population of the student's home state from the first settlement to the present
   c) The World Health Organization
   d) Ethnic groups contributing to the settlement of one of the following states:
      Pennsylvania North Carolina Georgia
      Rhode Island New Hampshire Virginia
      South Carolina Massachusetts
      Connecticut
3) Guided research in the media center
4) Production of a one page written report

EVALUATION: The written report will be evaluated on the basis of accuracy and completeness.

OBJECTIVE: The students will construct a poster showing

examples of God's symmetry, wither from nature or as described in the Bible.

CURRICULUM OBJECTIVE: This unit will be used with a cooperative Mathematics, Bible, and Art unit.

ACTIVITIES AND PROCEDURES:

1) Introduction by Mathematics teacher
2) Research in the media center using a variety of Bible references sources and general science books.
3) Once research is complete, the Art teacher will guide the students in the production of the poster.

EVALUATION: Poster will be graded by:

1) Mathematics teacher for examples of mathematical symmetry
2) Art teacher for artistic style
3) Bible teacher for Biblical correction

OBJECTIVE: The students will explain to the class the specific function of a specific major organ or body system.

CURRICULUM OBJECTIVE: This unit will be used with a science class.

RESOURCES: "I am Joe's ...." series of reprints from Reader's Digest.

Blochman, Lawrence. Understanding Your Body, Crowell-Collier, 1968.

Atlas of Normal Anatomy, Ledrle Las, 1968.

Nilsson, Lennart. Behold Man, Little, Brown & Company, 1974.

Schneider, Herman. How your Body Works, William R. Scott, Inc., 1964

Frohse, France. Atlas of Human Anatomy, Barnes & Noble, 1970.

ACTIVITIES AND PROCEDURES:

1) Introduction of the unit by the Science teacher.
2) Assignment of individual topics.
3. Research in media center using Reader's Digest articles in the "I am Joe's ...."series.

EVALUATION: Three minute speech by each student (must use

at least one visual aid or prop).

OBJECTIVE: The students will explain the major contribution of a famous man or woman of Chemistry.

CURRICULUM OBJECTIVE: This unit will be used with the Chemistry teacher.

RESOURCES:

Bixby, William. Great Experimenters. David McKay, 1964.

Bolter, Sarah K. Famous Women of Science. Thomas Y Crowell, 1964

De Kruif, Paul. Microbe Hunters. Harcourt, Brace & World, 1953

Hylander, Clarence. American Scientists. MacMillian, 1963

Payne, Alma Smith. Partners in Science. World, 1968.

Poole, Lynn and Gray. Scientists Who Changed the World. Dodd, Mead & Co., 1963.

ACTIVITIES AND PROCEDURES:

1) The Chemistry teacher will assign each student a specific famous scientist to research.
2) Research will be conducted in the media center under the direction of the media specialist and the classroom teacher.

EVALUATION: Students will give a five minute speech

explaining the scientist contribution using a prop or visual devise.

OBJECTIVE: The students will explain a current event or discovery in the field of biology.

CURRICULUM OBJECTIVE: This may be used with a biology/speech class cooperative unit.

ACTIVITIES AND PROCEDURES:
1) Teacher introduction
2) Guided research in the media center
3) Preparation of a 3-5 minute speech

EVALUATION: The following criteria will be used:
1) Proper length
2) Accurate information
3) Proper speech-giving mechanics

RESOURCES: The following periodicals will be useful:
1) Science News
2) Discover
3) Science
4) Popular Science

OBJECTIVE: The student will construct a poster on a specific planet.

CURRICULUM OBJECTIVE: This unit will be used with the Earth Science class

RESOURCES: The World Almanac

ACTIVITIES AND PROCEDURES:

1) Teacher introduction
2) Guided research in the media center
3) Poster production (must include)
   a) Size in relationship to the other planets
   b) Distance from the sun
   c) Length of the "day"
   d) Temperature
   e) Atmospheric composition
   f) Number of moons (if any)

EVALUATION:

1) Completeness
2) Neatness
3) Factual accuracy

OBJECTIVE: The students will report on the eating habits or reproductive process and care of the young in a specific reptile.

CURRICULUM OBJECTIVE: This unit will be used with a Junior High Science class

ACTIVITIES AND PROCEDURES:
1) Teacher introduction
2) Student selection of a specific reptile
3) Guided research in the media center on the eating habits or reproduction process and care of the young in a specific reptile.
4) Production of a one page written report

EVALUATION: The written report will be evaluated on factual content and grammatical accuracy.

OBJECTIVE: The students will write a five page position paper on one of the approved topics.

CURRICULUM OBJECTIVE: This unit will be used with an Earth Science class

RESOURCES:
<u>It's a Young World After All</u>
<u>How Life Began</u>
<u>Evolution: The challenge of the Fossil Record</u>
<u>Origin Science: A Proposal for the Creation-Evolution Controversy</u>
<u>The Collapse of Evolution</u>
<u>Tracking Those Incredible Dinosaurs</u>
<u>The Early Earth</u>

ACTIVITIES AND PROCEDURES:
1) Teacher introduction
2) Students select a topic
   Big bang theory
   Spontaneous generation of life and entropy
   Principle of causality
   Theistic evolution
   Precambrian fossils
   Gap theory
   Paleomagnetic studies of rocks and other objects
   Astronomy (evidence of supernatural creation in)

3) Guided research in media center

EVALUATION: The paper will be graded for content (in relationship to the position taken in the thesis statement)

OBJECTIVE: The students will be able to list and identify important test-taking and test-preparation skills.

CURRICULUM OBJECTIVE: This activity will be used in conjunction with an English class unit on study skills.

RESOURCES: Study Skills # 1. Guidance Associates, 1987
Contemporary Authors. Gale Research Company

ACTIVITIES AND PROCEDURES:
1) Students will write an answer to the following question:
When you know you have an essay test, how do you prepare for that test and what steps do you use when taking the test?
2) View video
3) Discuss the key points in the video.

EVALUATION: In the media center, have each student select a contemporary author and write an essay about that person and their contribution to the field of literature.

OBJECTIVE: The students will complete a project related to the historical setting of Mark Twain's work Huckleberry Finn.

CURRICULUM OBJECTIVE: This could be used with either an English or United stated History unit.

ACTIVITIES AND PROCEDURES: Students will choose one of the following project options:

1) Written report on how the Civil War affected the state of Missouri.
2) Paper on Abolitionists and/or slavery in Missouri or Illinois.
3) Underground railroad from South Carolina to Boston.
4) Draw a scene from Huckleberry Finn.
5) Design a professional-type cover for the book Huckleberry Finn.
6) Draw a riverboat scene.
7) Costume a doll in clothing of the period.
8) Create a video

OBJECTIVE: The students will construct and label a Shakespearean time line.

CURRICULUM OBJECTIVE: This may be used in an English/World History cooperative unit.

ACTIVITIES AND PROCEDURES:
1) Teacher introduction
2) Guided research in media center to discover a simultaneous historical event for each of the events on the attached handout
3) Production of individual time lines

EVALUATION: Based on:
1) Neatness
2) Completeness
3) Historical accuracy

SHAKESPEARE AND HIS TIME

1564	Birth of Shakespeare
1582	Shakespeare marries Anne Hathaway
1583	Daughter Susanna born
1585	Son Hamnet, and daughter, Judith born
1587(?)	Shakespeare goes to London from Stratford
1590-92	Henry VI, Parts 1,2,& 3, Richard III
1593	Venus and Adonis (poem) published
1593-4	The Comedy of Errors, Titus Andronicus, The Taming of the Shrew
1594	The Rape of Lucrece (poem) published
1594-5	A Midsummer Night's Dream, Romeo and Juliet
1595-6	Richard II, The Merchant of Venice
1597	King John
1598	Henry IV, Parts 1 & 2
1598-9	Much Ado About Nothing, Henry V
1600	Julius Caesar, As You Like It
1600-1	Hamlet, Twelfth Night, The Merry Wives of Windsor
1602	Troilus and Cressida, All's Well That Ends Well
1603	Measure for Measure
1604	Othello
1605	King Lear, Macbeth
1606	Anthony and Cleopatra
1609	Shakespeare's sonnets published without his permission
1611	The Tempest

1616 The Death of Shakespeare

1623 First folio of Shakespeare's plays published posthumously

OBJECTIVE: The student will complete a project based on William Shakespeare's Macbeth.

CURRICULUM OBJECTIVE: This unit may be used with English or a combined English/World History unit.

ACTIVITIES:
1) The Globe Theater (a model or drawing
2) Garments of the 12th century
3) Armor of the 12th century
4) Art work of the 12th century
5) Homemade video of a scene from Macbeth
6) Design a doll costume from Macbeth-should be accurate
7) Draw a scene from the play
8) Design a theater poster as advertisement for a fictitious production of Macbeth

PROCEDURE:
1) Teacher introduction
2) Guided research in the media center
3) Project production

EVALUATION: Will be based on originality and historical accuracy.

OBJECTIVE: The students will develop a 40-60 minute presentation on a specific world culture and the literature it produced.

CURRICULUM OBJECTIVE: This unit will be used with a World Literature and/or World History class(es)

ACTIVITIES AND PROCEDURES:

1) Teacher introduction
2) Student selection of a world culture
   - Chinese literature
   - Japanese literature
   - Indian or Persian/Arabian literature
   - Miguel De Cervantes-Spanish literature-Renaissance
   - French literature-Victor Hugo and Guy de Maipaussant-Romanticism and Realism
   - Russian literature-Tolstoy, Chekhov, Dostoevshy
   - Russian literature-Dissidents (Solzhenitsyn, etc.)
3) Guided research in the media center
4) Preparation of presentation according to following criteria:
   a) History
   b) Philosophy/religion (Christian, anti-Christian, etc.)
   c) Brief biography of major author(s)

d) Native costuming

e) Sampling of food

f) Bulletin board display

EVALUATION: Project will be evaluated on originality and completeness.

OBJECTIVE: The students will research a specific space exploration project and complete a written report detailing the accomplishments of the program.

CURRICULUM OBJECTIVE: This unit will be used with an Earth Science class.

ACTIVITIES AND PROCEDURES:

1) Teacher introduction
2) Guided research with the students answering the following questions:
   a) Where was the mission to go?
   b) When did it occur?
   c) Was it manned? If so, by whom?
   d) What countries were involved?
   e) What was the purpose of the mission?
   f) What was actually accomplished?
   g) What knowledge was gained?
   h) How was this accomplished?
   i) What equipment was used?
   j) Add any other information you found interesting.
3) Production of the written report

EVALUATION: The project will be graded on the basis of completeness, format and correct grammatical usage.

OBJECTIVE: The students will develop an awareness of the limitations and abilities of handicapped people.

CURRICULUM OBJECTIVE: This unit may be used with a combined Bible/English class project.

ACTIVITIES AND PROCEDURES:

1) Teacher introduction
2) Class viewing of the film Joni
3) Class discussion using the following questions:
   a) What was the person's original reaction to their handicap?
   b) How did they overcome the limitations of their handicap?
   c) Why do people treat physically handicapped people as if they were also mentally handicapped?
4) Divide students into groups

   Station # 1

   Several pairs of gloves

   300 pennies

   (Students, while wearing a pair of gloves will attempt to stack 25 pennies)

   Station # 2

   Sneakers/softball glove/socks/"junk" drawer items (spool of thread/rubber bands/batteries

   Brown paper bags

[Teacher will prepare bags (sealed) with the above items to necessitate guessing with out being able to see the items]

Station # 3

Reader's Guide

(Students will use the Reader's Guide to locate 3 periodical articles on such subjects as handicapped, disabled, paraplegic, quadriplegic, deaf, blindness, seeing eye dogs, etc.) (use full bibliographical citations)

Station # 4

Right and left scissors

Blank white paper

(Students will cut our a circle and a square using their non-dominant hand)

Station # 5

Group students with a partner. Using only hand signals, students will communicate their birthday to their partner while being timed by another member of the group.

Station # 6

Students will search the Biography/Autobiography section, locating books written by or about people who overcame handicaps. A list will be made including the name of the person and the handicap they

overcame.

OBJECTIVE: The students will complete a project on a chosen aspect of colonial life in the United States.

CURRICULUM OBJECTIVE: This unit will be used with a Junior High United States History class.

ACTIVITIES AND PROCEDURES:

1) Teacher introduction
2) Student selection of a topic:
   - Colonial art
   - Colonial cooking
   - Colonial clothing
   - Colonial religious life
   - Colonial homes/furnishings
   - Colonial travel methods
3) Students are grouped according to choice of topic
4) Guided research in the media center
5) Production of an individual one page written report
6) Production of an audio-visual and a three minute group presentation

EVALUATION: Students will be evaluated individually on the written report and as a group on the audio-visual and group production.

CARD U.S.-History-Colonial Period, 1600-1775

C A T A L O G Frontier and pioneer life

S U B J E C T U.S.-Church history

HEADINGS: Cookery-History

U.S.-History-Colonial Period, 1600-1775-Art, America

OBJECTIVE: The students will research the explorations of a specific spanish explorer and complete a written report on him.

CURRICULUM OBJECTIVE: This unit will be used in a combined United States History/Spanish II class project.

ACTIVITIES AND PROCEDURES:

1) Teacher introduction
2) Student selection of explorer
   - Cristobal Colon
   - Balboa
   - Hernan Cortes
   - Ferdinand Magellan
   - Ponce de Leon
   - Francisco Pizarro
3) Guided research in the media center
4) Production of the report including the following:
   - Map of his explorations
   - Purpose of his explorations
   - Significant discoveries

EVALUATION: The evaluation will be based on inclusion of the above mentioned criteria, completeness and grammatical correctness.

OBJECTIVE: The students will research a specific figure in church history and compile a biographical history.

CURRICULUM OBJECTIVE: This unit may be used with a Church History class.

ACTIVITIES AND PROCEDURES:

1) Teacher introduction

2) Student selection of a church history figure:

Jacob Ammann	Comenius
Thomas Aquinas	Oliver Cromwell
Anthony of Thebes	William Cowper
Jacobus Arminius	Charles G. Finney
Francis Asbury	Johan Gutenberg
Saint Augustine	John Huss
Marcus Aurelius	Justin Martyr
Ann Austin	Thomas a Kempis
Basil of Caesarea	John Knox
Amy Carmichael	Martin Luther
Ann Boleyn	George Muller
Pope Boniface	John Wesley
John Calvin	John Wycliffe
Charlemagne	Ulrich Zwingli

3) Guided research in the media center

4) Production of biographical sketch and timeline

EVALUATION: Evaluation will be on the basis of completeness, accuracy and neatness.

OBJECTIVE: The students will be able to use Bible reference materials to research Biblical units of measure.

CURRICULUM OBJECTIVE: This activity will be used in connection with a Mathematics or Bible Class.

RESOURCES:

Holy Bible

Berrett, Lamar C. Discovering the World of the Bible. Thomas Nelson, 1979.

Van Der woude, A.S. The World of the Bible. Eerdmans, 1986.

Packer, J.I. The Bible Almanac. Thomas Nelson, 1980.

Pfeiffer, Charles F. The Biblical World. Baker, 1966.

Strong, James. The Exhaustive Concordance of the Bible. MacDonald, 1986.

Willmington, H.L. Willmington's Guide to the Bible. Tyndale House, 1981.

ACTIVITIES AND PROCEDURE:

1) Teacher introduction of the unit
2) Guided research in the media center to enable students to complete the worksheet (copy attached)

BIOGRAPHICAL DATA

Name: Nancy Jill Howard

Date and Place of Birth: May 1, 1989, Kokomo, Indiana

High School: Eastbrook High School
Marion, Indiana

College: Taylor University
Upland, Indiana

Present Occupation: Librarian
The King's Christian School
Cherry Hill, New Jersey

1. H. Thomas Walker and Paula Kay Montgomery, Teaching Media Skills (Littleton, CO.: Libraries Unlimited, 1977), 72.

2. "Instruction Development and Teaching Library Media Skills: Two Sides of the Same Coin?," School Library Media Activities Monthly, December 1986: 44-45.

3. Phyllis J. Van Orden, The Collection Program in High Schools (Littleton, CO.: Libraries Unlimited, 1985), 186.

4. Jane A. Maushay and Diane L. Spirt, "Take a Multidisciplinary Approach to Library Skills," School Library Media Activities Monthly, January 1988: 24-27.

5. Annette Lamb, "Getting into the Classroom: Integrating Library Media Activities into the Curriculum," School Library Media Activities Monthly, October 1988: 28-30.

6. Robert Perrin, "Myths About High School Research Projects," The Education Digest, March 1988: 22-25.

7. "The New AASL/AECT Guidelines for School Library Media Programs," School Library Media Activities Monthly, May 1988: 45.

8. Mildred Knight Laughlin, "Where are we Going?," School Library Media Activities Monthly, December 1988: 30.

9. Edward R. Fagan, "Interdisciplinary English: Science, Technology and Society," English Journal, September 1987: 81-83.

10. Laughlin, 30.